



Harnessing Theatre and Film-Based Interventions for Stress Management, Mental Health, and Job Performance among University Lecturers in Delta State

By

Cecil Olisedeme Ozobeme (PhD)¹, Ogbede, Oritsematosan Marian (PhD)²

¹Theatre Arts and Music Department College of Education, Warri, Delta State.

²Department of Physical & Health Education College of Education, Warri, Delta State



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Abstract

This paper examines the growing challenges of occupational stress and declining mental health among university lecturers in Delta state, Nigeria, characterised by excessive workload, financial insecurity, infrastructural decay, and publication pressures. It investigates the possibilities of theatre and film-based interventions as an effective non-clinical but culturally grounded strategy for improving the psychological well-being and job performance of lecturers. Drawing on several established theories, the paper posits that prolonged exposure to stress, if left unmanaged, can undermine lecturers' motivation, research productivity, effective teaching, and administrative efficiency. Nevertheless, numerous lecturers resist seeking assistance due to cultural stigma and lack access to psychological care. Despite these challenges. Based on Drama therapy, psychodrama, arts therapy, and cognitive behavioural theory, this study posits that active participation in theatrical role play and guided film viewing can positively influence emotional expression, cognitive reframing, catharsis, and problem solving. These processes can serve as a mechanism for reducing anxiety, fostering empathy, and burnout while also strengthening resilience and breaking the isolation that is common in academic work. The paper concludes that integrating interactive theatre workshops and guided film screenings into staff wellness programmes can complement traditional approaches. The paper recommends that university administrators should prioritise promoting emotional balance, as such interventions can enhance sustainable job performance and improve institutional productivity.

Keywords: Theatre-based interventions, film therapy, Occupational stress, Mental Health, job performance

Introduction

Nigerian universities, lecturers, particularly those in Delta State, face increasing strain from multiple occupational demands, making stress and mental health issues an essential area of inquiry. The quest for academic excellence, result-oriented academic research, and the development of the educational sector is undermined by the excessive workload, administrative duties, and socio-institutional pressures that take a toll on lecturers' mental well-being. Research on Nigerian university lecturers has shown that occupational stress significantly predicted mental health outcomes, contributing to 72% of the variance in mental health status for lecturers aged 40 and above (Akunne et al., 2021). Similarly, about 22.6% of lecturers had a high level of stress in a research in Lagos, which was attributed to work-related factors, together with psychological ailments (Coker et al.,

2014). These findings confirm that stress and mental health challenges are not isolated phenomena but are structural concerns within Nigerian tertiary institutions. The link between poor mental health, low job satisfaction, and the decrease in productivity has long been established by scholars. For instance, a study in Nigeria reported high levels of burnout among lecturers, amounting to 57.7%. This shows a strong negative association between burnout and job satisfaction (Adeleke et al., 2023). This shows the impact of poor mental health on the quality of teaching, research writing, and commitment to duties among lecturers. This problem is aggravated by the absence of stress management facilities in several tertiary institutions (Ubogu & Oghounu, 2022). In Delta State, where universities experience infrastructural decay, financial challenges, and inadequate staffing (Imbur et al., 2023), the need to address lecturer mental health becomes crucial. Unlike universities in



advanced countries that focus on the provision of dedicated counselling services and wellness programmes, Nigerian university lecturers generally lack psychological access to psychological care (Chukwuemeka et al., 2023). Lecturers suffering from anxiety or burnout fail to speak out due to cultural stigma. Consequently, they are often left to solely manage their distress (Adeleke et al., 2023).

Although several strategies have been initiated to assuage these pressures, the potential of the theatre and films as a psychosocial solution for stress management and mental health support remains unexplored or underutilised. Theatre, as a participatory and expressive medium, may improve well-being by allowing people to express themselves and develop emotional intelligence. Global research has shown that drama-based creative therapies can positively influence the psychological well-being of workers. It is for these reasons that the application of theatre and film as a panacea should be prioritised for stress reduction, social interaction, and emotional balance (Wang, Zhang & Li, 2025). Paradoxically, the creative arts have not been prioritized as a viable intervention. This calls for the conceptualisation of stress, mental health, and job performance. By drawing on empirical evidence, theoretical perspectives, and practical applications, this paper seeks to examine the potential of the creative arts in such interventions. It also hopes to validate and recommend that the integration of theatre and film into staff-wellness programmes among university lecturers in Delta State could serve as a viable means of managing stress, enhancing mental health, and thereby improving job performance. Pertinence calls for a conceptualisation of stress, mental health, and job performance.

The Interplay between Occupational Stress and Mental Health in Academia

Stress is a complex but natural psychological response due to challenging or dangerous life experiences that an individual finds difficult to effectively cope with (Lazarus & Folkman, 1984). In an academic setting, stress arises when the demands of the job exceed the individual's capacity to cope (Ganster & Rosen, 2013). Stress, according to the World Health Organization (2022), is one of the major global Health challenges that is linked to several illnesses. Long term stress includes anxiety, feeling overwhelmed, hopelessness, depression, and lack of self-confidence. These issues most times hinder effectiveness in the dispensation of one's duties (Maslach, 2017; Oghonu, 2022). Heavy workloads, large class sizes, and job insecurity are some of the problems that lecturers in Delta state have to deal with daily. These persistent pressures affect both the emotional stability of lecturers and their ability to do their jobs (Udodiugwu, 2024), ultimately, it threatens the quality of education in any institution.

Mental health, as defined by the WHO (2022), is a state of well-being in which an individual not only realizes their own abilities in life but also can work productively and contribute to communal development. In addition to not having a mental illness, it includes being emotionally stable and being able to

think clearly (Keyes, 2002). The statutory duties of university lecturers, like effective teaching, meaningful research, and maintaining professional relationships, are hinged on sound mental health. However, academic staff face increasing risks of psychological distress due to organisational bottlenecks, economic hardship, and social-political pressures (Adeleke et al., 2023; Chukwuemeka et al., 2023). This deterioration of the mental health of lecturers often results in anxiety, emotional exhaustion, and loss of concentration, which affects job motivation and job satisfaction (Imbur, Uwonku, & Ifam, 2023). This situation calls for institutional stress management initiatives that can address lecturers' emotional well-being and their ability to cope with stress-inducing factors.

Scholars have established a relationship between occupational stress and indices of mental health (Gautam et al., 2024; Magomedova & Fatima, 2025; World Health Organization, 2024). When lecturers are exposed to continuous stress without any stress management initiatives or social support, it can affect them psychologically and cause emotional and mental fatigue. Several empirical studies are in agreement that long-term stress makes it more difficult for lecturers to carry out academic tasks (Kentucky Counselling Centre, 2025; Chukwuemeka et al., 2023; Udoduigwu, 2024; Ubogu & Oghonu, 2022). Furthermore, the stigma associated with mental health in Nigerian society often discourages lecturers from seeking help (Adeleke 2023). Many lecturers in Delta State with poor mental health find it difficult to talk about their health status for fear of getting laid off or becoming redundant. This silence further elongates the period lecturer's battle with stress and poor mental health. Therefore, proactive stress management programmes such as counselling services, and creative interventions like Theatre and film therapy are crucial for promoting psychological balance and resilience among university staff.

Concept of job performance:

There is a multifaceted conception of the term job performance among several authors viewed from various perceptual lenses. According to Saidin (2024), several authors, such as Rothwell & Lindholm (2019) and Chen & Kao (2021), hold the view that Job performance refers to the effectiveness and efficiency of staff in the performance of their job for the achievement of organizational goals. From the above, it is clear that the quality, quantity, and consistency of lecturers' performance have a direct impact on the effectiveness and success of their institutions. According to Latham & Wexley (2020), Job performance is the degree to which an employee's actions help the organisation to reach its goals and objectives. The variance in perception of job performance among researchers coalesced into a multidimensional perspective of job performance as encompassing not only results but also the behaviours necessary to achieve results. They include cognitive and physical efforts, which account for the variance in the definition of the term (Saidin et al., 2024; Bhat & Bashir, 2025).

Three noticeable determinants of Job performance, as posited by Campbell (1990), comprise motivation, which is the willingness to do, declarative knowledge involving the understanding of what to do, procedural knowledge and skills, comprising knowledge of how to do. The interaction of these determinants implies that the lecturer's knowledge base and teaching skills must be complemented by emotional and motivational factors for optimal performance. However, the intersection of stress, anxiety, or poor mental health with these components naturally results in a decline in job performance (Ganster and Rosen, 2013).

Nature of Job Performance in Nigerian Tertiary Institutions

Job performance among University lecturers can be sub divided in to three compartment namely: teaching, research productivity, and administrative contribution. Teaching entails not just delivering lectures but also preparing lessons, assessments, and mentoring of students (Imbur, Uwoku & Ifam, 2023). Lecturers with commendable performance often demonstrate competence in lecturing, adaptability, and enthusiasm in knowledge dissemination, encompassing the application of different teaching methods to optimise learners' comprehension of concepts taught.

Research productivity, on the other hand, comprises scholarly publications, presentations at conference and contributions in academic discourses. It follows logically that lecturers experiencing chronic stress can hardly focus and will be incapable of accomplishing these tasks (Udodiugwu, 2024). Since publications are tied to promotion or career advancement, stress-induced incapacitation may become very worrisome.

Administrative and Community service is also an aspect of Lecturers job, requiring them to serve in multiple capacities like lecturing and administration. They also participate in curriculum development and handle administrative duties in capacities like Heads of Department, Deans, directors, or Senate Members, which in most universities comprises all professors. Emotional stability, interpersonal skills, and unwavering dedication and commitment to achieving institutional goals are an index of effective performance (Adeleke, 2023). These collectively define lecturers' performance and are strongly influenced by psychological well-being.

The Impact of Mental Health on Job Performance

Organisational psychology has persistently linked positive mental health to improved concentration, right decision-making, and improved creativity (Keyes, 2002; Wright & Cropanzano, 2000). In contradistinction, the direct opposite is registered for lecturers with poor mental health resulting from prolonged stress (Ganster & Rosen, 2013). University lecturers in Delta State often face chronic emotional occupational stress, which can hinder their ability to carry out their responsibilities (Chukwuemeka et al., 2023; Udodiugwu, 2024). Mental wellness is not just a concern for lecturers; it's

vital for the entire institution and the quality of education they offer. Factors like motivation and job satisfaction are essential in linking mental health to performance (Herzberg, 1968; Wright & Cropanzano, 2000). When lecturers are mentally healthy and find joy in their work, they tend to be intrinsically motivated and committed to their institution. Those with chronic stress manifest in a lack of job satisfaction, leading to disengagement, tardiness, and reduced self-esteem (herzborg 1968; Adeleke, 2023). Consequently, the implementation of stress management programmes is necessary for sustaining both lecturers' motivation and academic performance.

Causes of Stress among Lecturers

Among the causes of stress among university lecturers in Delta State are heavy workloads, financial insecurity, poor working environments and conditions, the publish or perish culture, and pressure from the combination of work and family demands. These stressors are explained in detail below.

Excessive Workload and Administrative Responsibilities

One of the most significant sources of stress among Lecturers in Nigerian universities are overwhelming workload associated with teaching, research, and administrative duties. teaching Lecturers handle course preparations and teach large class sizes. They conduct continuous assessment tests, including setting final examination questions, moderating them, invigilating, and grading students' scores, in addition to project supervision and mentoring. They also engage in extensive administrative responsibilities such as attending meetings, curriculum review and development workshops, preparing accreditation reports, and participating in departmental activities like excursions, conducting experimental and practical workshops amongst other tasks. These work pressures result in fatigue and declining productivity (Ofoegbu & Nwadiani, 2006; Ogunsanya, 2023).

Financial Insecurity: With the draconian economic situation in Nigeria worsened by galloping inflation and high cost of living, poor lecturers' income, cases of irregular or delayed salaries, lack of benefits, and incentives, increases psychological distress among lecturers and leads to anxiety, depression, and lack of job satisfaction. This situation is further complicated by the glaring absence of welfare programmes like housing support, car allowances, and medical coverage. This lack not only dampens enthusiasm and commitment but also leads to increased fatigue and emotional exhaustion among staff. (Akinmayowa & Kadiri, 2014; Oladipo, 2020; Egbule & Okorie, 2019).

Inadequate Facilities and Poor Working Environment

Inadequate facilities and deteriorating infrastructure are prevalent experiences in delta state universities. The absence of conducive office space, epileptic power supply, ill-equipped laboratories, and the dearth of technological facilities hinder effective teaching and research. On top of that, the poor working conditions and lack of administrative

support create frustration and take a toll on mental well-being (Nwadiani & Ofoegbu, 2017; Abdulmalik & Udey, 2022).

Research and Publication Pressure

The "publish or perish" mentality is a recurrent theme in Nigerian universities, where getting published is essential for career growth. The intense pressure on lecturers to publish in high-impact journals with steep fees often adds to their stress, especially given their low salaries. This intense pressure can lead to ethical issues like plagiarism and data manipulation, which is fuelled by a lack of mentorship and research resources. All of these contribute to burnout and ethical dilemmas, resulting in sleepless nights and physical distress. That ultimately affects lecturers' health and productivity. (Nwadiani & Ofoegbu, 2017; Okolie & Nwokocha, 2023).

Work and Family Conflict and Emotional Exhaustion

Lastly, the struggle to balance work and family life hits lecturers particularly hard. They often find themselves bringing home a heavy workload, which only adds to their stress. The excessive workload of lecturers includes preparation of lecture notes, marking and grading scripts, attending conferences, and supervising students' theses at home. This infringes on personal responsibilities, disrupting family and social life, thus intensifying emotional exhaustion and reducing job satisfaction. (Okwu & Orumwense, 2020; Oduaran, 2019; Maslach & Leiter, 2016).

Female lecturers, who struggle to balance professional and domestic duties, are worse hit because the Nigerian society emphasises traditional gender roles. This leads to poor concentration, emotional exhaustion, depletion, and deteriorating mental health. These stressors, marked by underfunding, administrative inefficiency, and limited psychosocial support, manifest in depression, anxiety, loss of enthusiasm, and ultimately, diminished job performance. Addressing these challenges requires the infusion of creative interventions like theatre and film-based therapies that can help foster empathy, restore the mental health necessary for lecturers' well-being and productivity, in addition to institutional initiatives.

While institutional challenges like limited funds and decline in facilities require long term governmental and institutional action to address, lecturers' psychological wellbeing require more immediate, viable, and practical solutions. Creative initiatives such as theatre and films may provide quick relief when bureaucratic barriers slow down stress management policies.

Creative Interventions for Stress, Mental Health, and improved Job Performance.

Pharmacotherapy, group therapy, exposure therapy, biofeedback treatment, and others improve mental wellness and are given priority. However, recent stress and mental health management approaches emphasize holistic and non-clinical strategies that incorporate psychological, social, and cultural factors. Watching theatrical performances and Film

shows not only provides entertainment and relaxation, but they also allow lecturers to freely interact with others, express themselves without inhibitions, and reflect on issues bothering them. This tendency can really help reduce stress and promote emotional healing (Oyeleke 2024). By engaging in role-play, dramatization, and storytelling, participants confront their inner conflicts and gain a deeper understanding of their feelings. It fosters empathy and connection with others (Okoye, 2022). As a way to alleviate stress, it serves as a great complement to traditional counseling.

When people watch a movie or a performance, they engage not just on an intellectual level but also tap into emotions like joy, sadness, or hope. Experiencing these feelings can help educators manage stress and significantly boost their mental well-being. Researchers have found that theatre and film can indirectly enhance job performance by improving mental health and emotional resilience. (Oyeleke, 2024; Okoye, 2022). Participation of lecturers in theatrical activities encourages teamwork, empathy, and emotional expression. These activities enhance better communication, leadership, and effectiveness in teaching. In the same vein, engagement in film can function as both a reflective and motivational strategy for inspiring lecturers to realign with their purpose and intrinsic values (Wang, Zhang & Li, 2025). The integration of creative interventions can therefore contribute to stress reduction in addition to enhancing job performance in the university system.

Theoretical Framework

The theoretical basis for this study is hinged on creative and cognitive interventions. While Drama therapy and psychodrama function as the primary active means for interventions, they are supported by the principles of Art therapy and cognitive behavioural theory (CBT), which provides a different approach to stress management.

Drama Therapy and Psychodrama

Drama therapy is a type of psychotherapy that employs a variety of theatrical methods, such as improvisation, storytelling, and role play, to help people explore emotions, enhance communication skills, and improve their mental health (Jones, 2007). Unlike traditional verbal therapies, Drama therapy works with participatory activities that emphasize that the action itself can facilitate deep emotional processing through creative expression. It is a very flexible practice-based method that allows people to rehearse a live experience that helps resolve trauma or stress-related issues.

Psychodrama, on the other hand, is a therapeutic method that was propounded by Moreno (1953) and uses supervised dramatisation to help individuals act out and explore personal emotional conflicts in a conducive environment. Through role play, real-life situations like "researcher versus administrator, participants gain valuable insights into thoughts and feelings, and by so doing, gain empathy and experience emotional release by breaking the rigid mindset that often leads to burnout. Catharsis is achieved through the dramatization of stressful situations, which enables lecturers to release pent-up emotions, which in turn helps reduce chronic anxiety. A

typical psychodrama session involves the protagonists whose situation is being explored, the supporting actors, and the director who facilitates the process. In the educational setting, psychodrama helps lecturers, through rehearsing difficult or stressful situations, gain balanced viewpoints or perspectives, and boost their coping skills. As an interactive activity, it enhances social connectivity and reduces stress.

Arts Therapy and Cognitive Behavioural Theory (CBT)

As a supportive model to the aforementioned theories, this study incorporates the Arts therapy theory and Cognitive behavioural Theory (CBT) with the aims of explaining the internal cognitive shift that is facilitated by the dramatization. Art therapy, which is the creative process, states that the act of creative expression enables individuals to communicate emotions that they find difficult to express. This explains why taking part in a dramatic re-enactment can be more beneficial for psychological healing than just focusing on how well the final performance turns out. Cognitive behavioural theory, which helps shift our thinking, acts as a link between artistic expression and job performance. It points out that when we have distorted thoughts or feel confused about certain situations, it can lead to psychological distress. The promotion of self-examination or critical reflections and reinterpretations of stressors helps lecturers to reshape their thinking patterns and have a different perception of their challenging situation, which leads to increased motivation and the build-up of emotional strength.

Theoretical Synthesis: Bridging Action-Based and Cognitive Interventions

These integrate framework demonstrates that while CBT identifies the distorted thought patterns caused by issues like the “publish or perish” syndrome, Drama therapy and psychodrama provide a platform for rehearsing new and healthier responses to challenging situations. However Art therapy ensures that intervention remains a non-clinical, culturally resonant experience that bypasses the traditional stigma of having to seek external aid.

Empirical Review

Several empirical studies affirm the potential of theatre and film as viable strategies for enhancing mental health. Wang, Zang, and Li (2025), in their study, revealed that creative arts therapies reduce symptoms of anxiety and depression. In a study conducted in Nigeria, such as that of Okoye (2022) found that participatory dramatic activity improved lecturers’ emotional strength, self-expression, and coping skills. Oyeleke (2024) also emphasised how creative performance can enhance collective healing in areas with a high level of stress. This aligns with the findings of the study carried out by Umukoro (2023) that Community Theatre can be employed to create a forum for students, staff, and management of Colleges of Education, to resolve common problems, such as disruptive riots and industrial strikes for institutional development (Umukoro & Oganwu, 2023). A study conducted by Solomon (2021) demonstrated that “Group

Cinema Therapy” improves social cohesion. It found that when colleagues watch and discuss films together, they experience a “shared vulnerability” that reduces the isolation commonly felt in high-status professions. Since academic work is often solitary (research, grading), group-based film interventions can break the social isolation found in Nigerian university departments. Wang, Zhang, & Li (2025) in their study found that film therapy facilitates “Cognitive Reframing,” which helps individuals view their professional hurdles as manageable challenges rather than insurmountable threats. In the same vein, Ko & Koen (2018) found that Participants who engaged in structured film-viewing sessions showed a statistically significant decrease in cortisol levels, which is the biological marker for stress.

Theatre and Film in Stress Management and Improving Mental Health

The artistic and entertainment function of theatre and film has come to be seen as a form of therapy that contributes to the psychological well-being of lecturers because the therapeutic potentials of theatre and film lie in their ability to alienate lecturers from the chronic stressors in the educational system. Pertinence calls for an examination of how these media serve to curb stress, create emotional balance, and improve mental health.

Psychodrama and drama therapy, unlike traditional verbal therapy, prioritise the therapeutic potentials of dramatic action. The communication potential of theatre and film as an expression of human experiences is achieved through the re-enactment of human actions, role play, improvisation, dialogue, and artistic performance on stage or set.

Participating in theatrical performance allows lecturers to physically act out occupational pressures such as administrative bottlenecks, research demands, or the challenges of teaching and managing students in a symbolic environment where they can rehearse and master the difficult situations they experience in their workplace. Through the re-enactment of stressful life or work experiences, lecturers achieve catharsis, meaning the purgation of pent-up or harmful emotions, which aids the reduction of chronic anxiety and mental fatigue. Through the employment of the role theory, lecturers can reverse roles with, say, the students or administrators, thereby gaining empathy and nurturing the flexibility in their behaviour or attitudes needed to break rigid and unproductive aberrant thought patterns.

Film, on the other hand, communicates through storytelling using the audio-visual medium. Through its storytelling, films can evoke empathy, provoke thought, and inspire action, making them a powerful tool for attitudinal change (Reddan et al., 2021). Film or Cinematic therapy, though an emerging mental health practice grounded in catharsis theory and the uses and gratifications theory, employs movies to promote psychological healing, enhance self-awareness, and facilitate social rehabilitation (Amadi et al., 2025). It has been credited with the potential to reduce cortisol levels, improve people’s mood, and enhance mental adaptability by allowing viewers to identify with characters and experience emotional release

*Corresponding Author: Cecil Olisedeme Ozobeme (PhD)



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(Ko & Koen, 2018; Solomon, 2021). An example is the film *Tiwa's Baggage* (2017, Dir. Biodun Stevens), where the heroine was able to surmount a very traumatising emotional stress. Watching such films is relevant for lecturers who often experience chronic stress due to heavy workload pressure to publish, and mounting academic and administrative responsibilities (Udodiugwu 2024). The integration of film-based mental health programmes in universities can promote lecturers' reflective learning from the film's narrative and emotional well-being.

Theatre and film are relevant to the mental health of Nigerian university lecturers to confront the challenging conditions in their workplace and address them. By acting out workplace pressures through role play, Drama brings about emotional release and collective problem-solving. Films about resilience, teamwork, or mental health recovery influence positive emotions and behaviour (Tache Codreanu et al., 2025). They reflect the real world and are viable platforms for highlighting important societal challenges, boosting awareness, and promoting attitudinal change (Monaco, 2009; Kapur & Wagner, 2011). These interventions are culturally resonant and connected with local psychosocial healing practices since storytelling and performance are strongly ingrained in African communal traditions (Okoye, 2022).

Integrating theatre and film into university wellness programs requires careful planning. Drama therapy workshops and weekly or monthly film screenings and guided talks led by qualified counsellors and theatre and cinema practitioners can improve the mental health of lecturers in Delta State universities. This can complement other methods by engaging the emotions and reasoning while reducing stress and mental health issues. Theatre and film promote mental awareness, empathy, and self – examination which, according to Wright & Cropanzano (2000), are crucial for sustainable mental health and efficiency in the dispensation of job requirements.

Conclusion

The excessive occupational demand on lecturers, together with the scant or absence of psychological support from several universities in Delta State, has made stress and reduced mental health a serious challenge. The study shows that theatre and film, as a practical approach, provide meaningful therapeutic benefits for enhancing mental well-being and emotional strength. Through practical experience, proper self-examination and self-expression, participation in the artistic activity of film and theatre provides emotional release collaborative process of problem solving, which helps lecturers to effectively manage the stress they face at work. Integrating theatre and film into staff welfare programmes not only addresses the symptoms of stress but also provides a practical mechanism for improving motivation, communication skills, commitment to duty, and efficiency. When properly integrated into the institution's structures, film and theatre can very well contribute to the sustainability of high quality of teaching, research, writing, and the performance of administrative duties. Considering the values of theatre and film in stress management and mental health

building, they should be prioritized not just as an optional remedy but as a crucial component of institutional policy on lecturers' welfare.

Recommendations

University administrators should utilise theatre and films complement traditional initiatives to reduce stress and promote the mental well-being of lecturers. A well-designed staff wellness program for lecturers should include interactive theatrical workshops as well as guided movie sessions. Film sessions should include characters that display adaptive coping and psychological resilience in the face of hardship.

For participants' engagement and benefit, certified mental health professionals, theatre and film practitioners, and drama therapists should lead cinema and theatre therapy sessions. Providing suitable and convenient settings and continuous funding will show the commitment of the institution to staff mental health. These measures should encourage guilt-free psychological help for lecturers. Academic institutions should address other occupational constraints like excessive workload, inadequate and irregular pay, insufficient facilities, and other stress-inducing issues that bother and burden lecturers. University administration should promote mental health awareness. Lecturers can communicate and seek help openly with their support and involvement in health activities.

Finally, these stress management and mental health initiatives must be sustained for credibility. Validated psychological tools should assess anxiety burnout, work satisfaction, and other performance markers before and after intervention to determine effectiveness. Participants should prioritise applying learnt coping strategies and reflect on them to guarantee significant workplace behaviour adjustments to improve job performance.

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